

MODULE 1 – District-wide School Safety Teams

Introduce –
SAVE Legislature

To address issues of school safety and violence prevention, the Safe Schools Against Violence in Education Act (SAVE) was passed by the New York State Legislature and signed into law by Governor Pataki on July 24, 2000.

Resource:

The Project SAVE Guidance Document for School Safety Plans is available online at –
[http://www.emsc.nysed.gov/sss/SAVE/ProjectSAVEWeb\(424\).pdf](http://www.emsc.nysed.gov/sss/SAVE/ProjectSAVEWeb(424).pdf)

SAVE School Safety Team

The NY State SAVE legislation requires various school safety teams to be implanted with a major responsibility for developing safety plans. The plans should follow a format that incorporates the following:

- General Considerations & Planning Guidelines
- Risk Reduction/Prevention/Intervention
- Response
- Recovery

District-wide School Safety Team

Note:
Discuss the actual membership of teams.

Required Team Members:

- School Board Member
- Student
- Teacher
- Administrator
- Parent Organizations
- School Safety Personnel
- Other School Personnel

This Team is appointed by the School Board and is responsible for developing and updating the District-wide safety plans.

Instruction Note:
See box ⇒

The following sections have been developed to provide district-wide teams with a series of questions based on the intent of Project SAVE to ensure that all districts have a district-wide school safety plan. The questions are generally organized to reflect the framework mentioned above.

Instruction Note:
Instructor should go through each question and ensure that class participants understand what is required and how it applies to the planning process.

Question: What other members of the community could be considered?

General Considerations and Planning Guidelines

1. Has the district established the required district-wide school safety team?
2. Are all required team members present?
3. Has the district given consideration to other members of the community who could assist the district-wide safety team?
4. Has the district considered the relationships between the district-wide school safety team and the building-level school safety team? How will these groups interact?

Question:

Has your safety team reviewed the District-wide plan?

Instruction Note:⇒

Regulatory
Description per
Project SAVE
Guidance Document
for School Safety
Plans

5. In the event of an emergency or violent incident, does the district-wide plan reflect how the district will interact with an individual school emergency response team?
6. Has the district considered potential training for the members of the district-wide school safety team?
7. Have arrangements been made for regularly scheduled meetings and opportunities for communication?
8. Has the district made provisions for the review of the district-wide school safety plan by the District-wide School Safety Team?
9. Has the district made provisions for the scheduling of a public hearing at least 30 days prior to adoption of the plan by the Board of Education?
10. Has the district made provisions for the submission of a full copy of the plan and any subsequent amendments to the New York State Education Department?

Risk Reduction/Prevention and Intervention

Prevention and Intervention Strategies – Appropriate prevention and intervention strategies such as:

- a) Collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
- b) Non-violent conflict resolution training programs;
- c) Peer mediation programs and youth courts; and
- d) Extended day and other school safety programs.

Prevention/Intervention Strategies: Program Initiatives

1. Has the local assessment been conducted to determine strategies?
2. Has local data, like information summarized from the Uniform Violent Incident Report been used to substantiate the need for security procedures and devices?
3. Are selected prevention and intervention strategies based on research findings of effectiveness, and are they evaluated to determine their impact on the district?
4. Have prevention and intervention programs been linked to community resources, including health and mental health?
5. Have prevention/intervention strategies been included in the district's Professional Development plan to cover identified and required school safety training components?
6. Have nonviolent conflict resolution training programs, peer mediation programs, youth courts, extended day and other school safety programs been considered as ways of preventing potential violence?
7. Have character, citizenship and civility education programs been included?
8. Were strategies developed for improving communication among students and between students and staff?
9. Do the strategies include safe and confidential ways for students to report potentially violent incidents?
10. Have best practices and effective strategies been considered for improving communication?
11. Are students involved in policy development programs?
12. Are students encouraged to serve as peer leaders/mentors?

Question: What drills or exercises have class attendees participated in?

Prevention/Intervention Strategies: Training, Drills, and Exercises

13. Have policies and procedures been developed for annual multi-hazard school safety training for staff and students?
14. Have procedures been developed to conduct drills and other exercises to test the emergency response plan?
15. Are tabletop exercises used to simulate real-life emergencies and response by staff?
16. Are exercises conducted in coordination with local emergency responders and preparedness officials?
17. Are policies and procedures updated and/or modified as a result of information gained during drills and exercises?

Prevention/Intervention Strategies: Implementation of School Security

18. Has the district developed a description of the policies and procedures related to school building security?
19. Have collaborative agreements been made with state and local law enforcement officials to ensure that school safety officers, if used, are adequately trained to de-escalate potentially violent situations and are effectively and fairly recruited?
20. Have job descriptions been developed listing the duties of hall monitors and other school safety personnel?
21. Have training requirements of all personnel acting in a school security capacity been identified?
22. Has the hiring and screening process for all personnel acting in a school security capacity been identified?

Early Detection of Potentially Violent Behavior

23. Have policies and procedures been developed for the dissemination of information materials regarding the early detection of potentially violent behaviors?
24. Have materials been distributed to teachers, administrators, school personnel, persons in parental relations to students, students and others deemed appropriate to receive such information?
25. Have staff been trained on the U.S. Department of Education's "Early Warning, Timely Response" document relating to early identification of potentially violent behaviors?

Resource:

The document "Early Warning, Timely Response" is available at <http://www.ed.gov/about/offices/list/osers/osep/qtss.html?exp=0>

26. Has consideration been given to integrating skills-based violence prevention education into health education and other related curricula?
27. Have staff been trained to identify family, community and environmental factors that may lead to potentially violent behaviors?
28. Are staff trained on identification of risk and protective factors to help children?

Hazard Identification

29. Have districts identified sites of potential internal and external emergencies?
30. Have potential hazards in the neighborhood and community been considered, such as facilities containing hazardous materials, and/or radioactive materials; high voltage power lines; transportation routes; underground gas, and oil pipelines; underground utility vaults and above ground transformers; multi-story buildings vulnerable to damage or collapse; water towers and tanks; and other potentially hazardous sites in your community?
31. Has the district consulted with the local emergency managers on the hazard analysis for the area in which your school district is located?

Question: What other hazards may be identified?

Instruction Note:
Regulatory
Description per
Project SAVE
Guidance Document
for School Safety
Plans

Resource:

Response

Response to Emergencies – The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings.

Notification and Activation

1. Are policies and procedures in place for contacting appropriate law enforcement officials in the event of a violent incident or other emergency?
2. Are there provisions for notifying appropriate agencies, including police, fire/rescue, mental health, and other agencies?
3. Has an appropriate local law enforcement liaison for the district's area been identified?
4. Has a communication protocol been established with and between the local law enforcement agencies?
5. Have staff and students been trained on emergency reporting procedures?
6. Have appropriate responses been identified for responding to emergencies?
7. Are there protocols for responding to bomb threats, hostage takings, intrusions and abductions?
8. Have local law enforcement officials been consulted on the protocols?
9. Have current State Education Department materials been reviewed to link protocols to recommended procedures?

NY State Education Department web site available at
<http://www.nysed.gov/>

10. Are students and teachers knowledgeable about what to do in an emergency?
11. Have policies and procedures been developed for contacting parents, guardians or persons in parental relations to the student in the event of a violent incident, emergency or early dismissal?
12. Do the policies and procedures address issues of ensuring accurate, timely and consistent information to parents?
13. Do the policies and procedures identify the medium (i.e. telephone call, press release, letter, other) that will be used to communicate with parents?
14. Have parents been informed about the ways they will be contacted in the event of an emergency, including information provided in the primary language of the parents?
15. Do you have policies and procedures for responding to media inquiries?
16. Do you have a media liaison or public information officer?
17. Do you have a dedicated emergency phone line to use in an emergency?

Situational Responses: Multi-hazard Responses

18. Are there provisions for taking actions in emergencies?
19. Are there descriptions of actions to be taken in response to specific emergencies, including school cancellation, early dismissal, evacuation and sheltering?
20. Are both internal and external evacuation routes included in the plan?
 - o Have two evacuation assembly areas been identified? One primary assembly area on school grounds and a secondary location off school grounds?
21. Do the actions include provisions for incidents before, during, and after school hours?
22. Are provisions included for evacuation of building occupants with special needs?
23. Has there been an identification of district resources that may be available during an emergency?
24. Are there provisions for emergency supplies and first-aid kits for all schools?
25. Are portable communication devices available, if they are needed?

26. Are there provisions for transportation in an emergency?

Situational Responses: Response to Acts of Violence, Including Implied or Direct Threats

27. Are there policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school?
28. Is there an agreement with state/local law enforcement officers to ensure that safety officers and other security personnel are adequately trained in de-escalation of potentially violent situations?
29. Do the policies and procedures include notification of appropriate school authorities in impacted buildings?
30. Have one or more members of the school staff been trained in de-escalation of potentially violent situations?
31. Are staff and students knowledgeable about what to do when there is a direct or implied threat of violence?
32. Have the terms “implied” and “direct” threats been defined with input from the district’s legal counsel and are they included in the district’s code of conduct?
33. Are there policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including considerations of zero-tolerance, policies for school violence?
34. If zero-tolerance policies are considered, are they age and incident appropriate?
35. Do teachers, students and school staff understand what to do in the event of a violent incident?

Situational Responses: Response Protocols and Relationships with Other Agencies

36. Has a description of procedures to coordinate the use of school district resources and manpower during an emergency been prepared?
37. Are the officials authorized to make decisions in an emergency identified?
38. Are staff members assigned or designated to provide assistance during an emergency identified?
39. Have all school buildings received information on district-wide procedures?
40. Are roles and responsibilities of district and school staff clearly defined?
41. Are there contingency provisions if one or more key individuals are not available, or unable to perform their roles and responsibilities?
42. Have descriptions been developed of the arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies?
43. Are the descriptions reviewed and updated on a periodic basis to reflect any changes in personnel, organizational structures or other conditions?
44. Has a system been developed for informing all educational agencies within the school district of a disaster?
45. Has information been gathered and documented about each educational agency located in the school district, including information on school population, number of staff, transportation needs, and the business and home phone numbers of key officials of each educational facility?
46. Do you know what type of internal communication system other schools in your area are using (i.e. code words or bells)?
47. Have procedures been developed for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law?
48. Have policies and procedures been developed related to school building security, including where appropriate, the use of school safety officers or security devices and procedures?

Question: Do the class participants know who these individuals are?

Question: Do the class participants review UVIR's from individual schools?

49. Has a security assessment of school buildings been conducted in cooperation with law enforcement, school security staff, teachers, other school staff and others, where appropriate?
50. Has local data been used to substantiate the need for security procedures and devices?
51. Are school visitors required to sign in, sign out, and wear visible visitor's passes when visiting school buildings?

Recovery

1. Do members of the District-wide School Safety Team know their roles and responsibilities?
2. Does each building in the district have a Post-Incident Response Team?
3. Have you identified district resources that will assist in the recovery process?
4. Have these resources been involved in the planning process?
5. Have you educated staff in the policies and procedures of recovery efforts?
6. Have you designated someone to coordinate resources from the county and state (i.e. Disaster Mental Health Services)?
7. How will the District-wide School Safety Team assist in response and recovery to an affected building(s) in support of local teams?
8. Who at the district level, has been designated to respond to the affected building(s)?
9. Have you considered how you will relocate students and continue their education for an extended period of time if a disaster or emergency renders a building unsafe for occupancy?
10. Have you identified personnel who will work with local, state, and federal officials, in evaluating damage assessment of district property?
11. Have you identified personnel that can document cost-related expenditures that may be incurred from a disaster/emergency?
12. Have you considered improvements that can be made to district facilities if such facilities are damaged or destroyed during a disaster or emergency? (These efforts would result in district facilities being more resistant to suffering similar or worse damage in the future.)

Module 2 – Building Level School Safety Teams

Introduce –
SAVE Legislature

Resource:

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SAVE School Safety Team

The NY State SAVE legislation requires various school safety teams to be implanted with a major responsibility for developing safety plans. The plans should follow a format that incorporates the following:

- General Considerations & Planning Guidelines
- Risk Reduction/Prevention/Intervention
- Response
- Recovery

Building-level School Safety Team

Team members include:

- Community Members
- Emergency Response Agencies
- Teacher
- Administrator
- Parent
- School Safety Personnel
- Other School Personnel

This Team is appointed by the School Principal and is responsible for developing and updating the Building-level Safety plans.

Note:
Discuss the actual membership of teams.

Instruction Note:⇒

The following sections have been developed to provide building-level teams with a series of questions based on the intent of Project SAVE to ensure that all schools have a building-level school safety plan. The questions are generally organized to reflect the framework mentioned above.

Instruction Note:
Instructor should go through each question and ensure that class participants understand what is required and how it applies to the planning process.

General Considerations and Planning

1. Has the school established the required building-level school safety team?
2. Are all required members present?
3. Have team members been notified and their roles defined?
4. Has the school given consideration to including students who may be helpful?
5. Has the school considered the relationship between the district-wide school safety team and the building-level safety team?
6. Does the building-level school safety plan reflect how the school will interact with the district in the event of an emergency?
7. Has the building developed a list of building staff with names, addresses, and telephone numbers?

Question: What type of training is offered?

8. Has the school considered potential training for the members of the building-level school safety team in collaboration with district-wide training?
9. Have arrangements been made for regularly scheduled meetings and opportunities for communications?
10. Has the school made provisions for review of the plan by building-level school safety teams?
11. In cooperation with the district, has the building-level team made provisions for the scheduling of a public hearing at least 30 days prior to its adoption by the Board of Education?
12. Has a summary of the building-level plan been developed for the purposes of the public hearing?
13. Has the building team developed procedures for annually reviewing the building-level emergency response plan?
14. Has the plan been approved by the Board of Education after at least one public hearing?
15. Has the school made provisions for and submitted a full copy of the plan and any subsequent amendments to the NY State Police and local law enforcement agencies?

Risk Reduction/Prevention and Intervention

Question: What other teams have been established?

Designation of School Teams

1. Has the building-level school safety team designated a response team, other appropriate incident response teams and a post-incident response team?
2. Do team members know their roles and have they been trained to perform them?
3. Are school personnel familiar with the local emergency planner and staff including Disaster Mental Health staff?

Question: What type of training is offered?

Building/Personnel Training

4. Has training for emergency teams and safety officers, including de-escalation training been conducted?

Coordination with Emergency Officials

5. Is there a plan in place for annually testing of elements of the plan?
6. Are both evacuation and reverse evacuation plans practiced?
7. Are shelter in place and/or lockdown procedure drills practiced?
8. During drills, are student accountability systems tested?
9. During evacuation drills are exits regularly blocked to test secondary routes?

Annual Multi-hazard Training

10. Is annual multi-hazard training for staff provided? Substitutes?
11. Is annual multi-hazard training for students provided?

Identification of Sites of Potential Emergencies

12. Have potential internal and external hazards been identified? (Risk analysis)

Response

Assignment of Responsibilities

1. Has the building-level chain of command been developed and communicated?
2. Have internal/external communication systems been identified?
3. Do the participants know their roles within the ICS system?
4. Has ICS training been provided to appropriate staff?
5. Are there methods to identify staff so that outside agencies personnel can readily identify team members?

Continuity of Operations

6. Are there clear mechanisms in place to identify, at any point in the plan, who is in charge?
7. Is there a method to reassess needs, evaluate services to date, and plan for transition to the recovery stage?
8. Are there follow up procedures in place for individuals or groups in need of disaster mental health services?

Access to Floor Plans

9. Have you included floor plans and schematics in the plan?
10. Does the school have a procedure for updating the floor plans?

Notification and Activation

11. Are there mechanisms to ensure that appropriate agencies are notified and that resources and services will be coordinated?
12. Has a person been identified to interface with the media?
13. Are there public information campaigns related to available disaster mental health services?

Hazard Guidelines

14. Have you developed specific guidelines for natural and man-made disasters?
15. Does your building-level plan address implied or direct threats of violence?
16. Does your building-level plan address responding to acts of violence?
17. Has the risk of secondary devices been addressed?

Evacuation Procedures

18. Does the building level school safety plan address incidents before, during and after school hours?
19. Have sheltering agreements been identified and appended to the building-level plan?
20. Have internal and external shelter sites and evacuation routes been identified?
21. Does your plan address internal and external evacuation routes?
22. Does your plan address emergency notification of persons in parental relationships with students?
23. Has a vehicle inventory list been developed?
24. Has the building developed an emergency supplies inventory?
25. Do evacuation procedures provide for special needs occupants?

Security of Crime Scene

26. Has the building developed crime scene management guidelines?
27. Are policies and procedures for security of the crime scene understood by all parties?

Recovery

1. Has your post-incident response team been activated?
2. Has the building level team addressed short-term and long-term recovery issues?
3. Does the plan provide access to local and state mental health resources?
4. Are there provisions to maintain contact with the County Disaster Mental Health Response Team to notify it of changing needs or potential problems?
5. Are there strategies in place to reassess disaster mental health needs of victims and relatives to evaluate and refer ongoing treatment if Critical Incident Stress Management is not restoring children to pre-disaster levels?
6. Are there methods in place to debrief daily or as needed to ensure changing conditions are accommodated?

Module 3 - Four Phases of Emergency Management

Introduce –
4 Phases of
Emergency
Management

Definition:
Prevention

Questions: What
other preventive
activities can be
conducted?

Definition:
Mitigation

Questions: What
other mitigation
activities can be
conducted?

Definition:
Preparedness

Four Phases of Emergency Management

Mitigation & Prevention

Where school officials conduct an assessment to identify potential hazards and develop procedures designated to prevent or mitigate the damage that these hazards might cause.

The positioning of those measures and activities that will lessen the possibility or the impact of an adverse incident in an organization. The primary goals and objectives of prevention are to protect an organization's assets and to manage risk.

Prevention activities

- Review traffic patterns for dangerous condition.
- Examine existing landscaping looking for tripping hazards, hiding spots and other unsafe conditions.
- CPTED – Crime prevention through environmental design.
- Use security equipment such as cameras (CCTV – Closed Circuit Television), access control systems, and metal detectors.
- Conduct searches of isolated areas.
- Develop student codes of conduct.
- Encourage staff to provide input and feedback into the crisis planning process.
- Review incident data and UVIR's.
- Review the last safety audit.
- Determine the major problems in your school with regard to student crime and violence.
- Assess how the school addresses these problems.
- Conduct an assessment to determine how these problems—as well as others— may impact your vulnerability to certain crises.

Mitigation is any action of a long-term, permanent nature that reduces the actual or potential risk of loss of life or property from a hazardous event.

Mitigation activities

- Assess site selections for schools, annexes and athletic venues.
- Acquire automatic external defibrillators (AED's.)
- Properly secure bookcases and lighting fixtures.
- Correct conditions identified under the prevention activities.
- Ensure televisions are strapped down on movable carts.
- Limit combustible wall and ceiling hangings.
- Connect with community emergency responders to identify local hazards.
- Determine who is responsible for overseeing violence prevention strategies in your school.

Preparedness

Where school officials develop plans and protocols to prepare for the possibility that the hazards previously identified in the mitigation/prevention phase will in fact occur.

Those activities, programs, and systems that exist prior to an emergency that are used to support and enhance response to an emergency or disaster.

Questions: What other preparedness activities can be conducted?

Preparedness activities

- Conduct orientation seminars with students, parents, and staff.
- Establish response teams.
- Conduct fire drills and shelter-in-place drills.
- Determine what crisis plans exist in the district, school, and community.
- Document plans for responding to emergencies.
- Establish MOU's (Memorandum of Understandings)
- Learn ICS (Incident Command System) and NIMS (National Incident Management System)
- Identify all stakeholders involved in crisis planning.
- Develop procedures for communicating with staff, students, families, and the media.
- Establish procedures to account for students during a crisis.
- Gather information that exists about the school facility, such as maps and the location of utility shutoffs.
- Identify the necessary equipment that needs to be assembled to assist staff in a crisis.

Definition:
Response

Response

Where school officials implement the plans and protocols developed in the preparedness phase to respond to an emergency or disaster in or around a school.

The efforts to minimize the risks created in an emergency by protecting the people, the environment, and property, and the efforts to return the scene to normal pre-emergency conditions; The reaction to an incident or emergency to assess the damage or impact and to ascertain the level of containment and control activity required.

Questions: What other response activities can be conducted?

Response activities

- Determine if a crisis is occurring.
- Identify the type of crisis that is occurring and determine the appropriate response.
- Activate response teams.
- Activate the incident management system.
- Activate and follow established response plans.
- Ascertain whether an evacuation; reverse evacuation; lockdown; or shelter-in-place needs to be implemented.
- Maintain communication among all relevant staff at officially designated locations.
- Establish what information needs to be communicated to staff, students, families, and the community.
- Monitor how emergency first aid is being administered to the injured.
- Decide if more equipment and supplies are needed.

Definition:
Recovery

Recovery

Where school officials work closely with community and government stakeholders to help the affected school(s) **recover** and return to a sense of normalcy as quickly as possible.

Recovery refers to those non-emergency measures following a disaster whose purpose is to return all systems, both formal and informal, to as normal as possible.

Recovery activities

- Strive to return to learning as quickly as possible.
- Restore the physical plant, as well as the school community.
- Monitor how staff are assessing students for the emotional impact of the crisis.
- Identify what follow up interventions are available to students, staff, and first responders.
- Conduct debriefings with staff and first responders.
- Assess curricular activities that address the crisis.
- Allocate appropriate time for recovery.
- Capture “lessons learned” and incorporate them into revisions and trainings.

Questions: What other recovery activities may be conducted?

Module 4 – Uniform Violent Incident Report

Introduce –
Uniform Violent
Incident Report
(UVIR)

Question: Do class
participants currently
review UVIR's?

Resource:

Uniform Violent Incident Report (UVIR)

A Uniform Violent Incident Report is completed after each incident at a school.

Reports include:

- School Name
- Description of the incident
- Category of the incident
- Offender (Enrolled Student) information
- Victim information
- Other information regarding intimidation, harassment, menacing, or bullying
- Information on incidents where the offender is not an enrolled student
- Location, time and nature of incident
- Other information regarding incidents involving weapons

District-wide School Safety Teams should review UVIR reports.

All incidents occurring between July 1 and June 30th from each school are tallied and reported on the Summary of Violent and Disruptive Incidents.

Information on Uniform Violent Incident Reports is available online at –
<http://www.emsc.nysed.gov/irts/violence-data/home.shtml>

Module 5 – School Climate Survey

Introduce –
School Climate
Surveys

Question: Have any
class participants
used Climate
Surveys?

Instruction Note:
Instructor should go
through each
question.

Some questions are
yes/no or have
specific answers,
others ask for a level
of agreement

School Climate Survey

Purpose

Climate Surveys allow you to identify perceptions held by stakeholder groups (e.g. students, parents, and teachers) about the physical, social and learning environments of a school.

It is a tool for improving the effectiveness of the school system:

- Diagnostic and Assessment Tool
- Periodic Benchmarking
- Teacher Involvement and Accountability
- Staff Development
- Systematic Approach to Problem Solving

The information gathered will help you understand the nature and prevalence of school violence and hopefully lead to the development and support of programs to make schools safer.

Student Surveys

Questions included on a student survey may cover the following topics:

- What is your gender?
- Which ethnic group describes you best?
- Do you have a computer at home?
- Do you have access to the Internet?
- What grade are you in?
- My school is friendly.
- The adults at my school care about the students.
- The adults in my school treat students of different races with respect.
- At school I am expected to do my best all the time.
- Students at my school focus on learning.
- My school building is a good place for learning.
- The work I do in class makes me think.
- I have choices about what I will learn.
- My school gives me the things I need to do a good job.
- The adults at my school help me when I have problems.
- The adults at my school help children of different races get along with each other.
- I have the books and supplies I need to do well in school.
- I think I do well in school.
- The students and adults in my school respect each other.
- The adults in my school listen to my ideas about the school.
- My school prepares me to do well on all kinds of tests.
- My teachers give me challenging work.
- I usually look forward to coming to school.
- I understand the Learning Targets my school expects me to achieve.
- The adults at my school make sure I follow the rules.
- People from the neighborhood or the community help out at my school.
- I understand my school's rules about behavior.

Question: What other questions might be included?

Instruction Note:
Instructor should go through each question.

Some questions are yes/no or have specific answers, others ask for a level of agreement

- My school promotes a drug-free environment.
- My school makes sure that classrooms are safe and orderly.
- My school makes sure that students are safe and orderly when outside on school grounds.
- The halls, bathrooms and cafeteria in my school are safe and orderly.
- My school building is neat and clean.
- When a student breaks the school's rules, the consequences are fair.
- When students at my school break the rules, teachers help them to improve their behavior.
- The adults in my school are good role models.
- My school teaches me to value and respect others who are different from myself.
- My school puts the money and staff it has to good use.

Teacher/staff Surveys

Questions included on a teacher survey may cover the following topics:

- What is your gender?
- Which ethnic group describes you best?
- Identify position within school.
- Do you have a computer at home?
- Do you have access to the Internet?
- My school has a friendly atmosphere.
- My school has high expectations with regard to student achievement.
- The staff at my school care about the students.
- My school treats students with respect regardless of their race or ethnic background.
- My school has high expectations with respect to student achievement.
- Students at my school focus on learning.
- My school building has a positive atmosphere for learning.
- My school offers a strong academic program.
- School staff participate in making decisions that affect curriculum as well as teaching/learning.
- My school is good at meeting students' needs.
- My school is supportive and handles my concerns in a timely manner.
- The staff in my school promotes understanding among students with different backgrounds.
- My school provides me with the resources necessary to be an effective teacher.
- I am pleased with the academic progress of students in my classroom.
- There is an atmosphere of respect among students and adults in my school.
- Staff members have the opportunity to participate in various decision-making forums.
- My school prepares students to do well on state, district and classroom assessments.
- I give my students challenging work.
- I look forward to going to work at my school.
- Students at my school understand the Learning Targets they are expected to achieve.
- The staff at my school enforces the rules.
- Businesses and/or community organizations provide support to my school.
- I understand my school's rules and expectations for student behavior.
- My school promotes a drug-free environment.
- My school makes sure that classrooms are safe and orderly.
- My school makes sure that students are safe and orderly while outside on school grounds.

Question: What other questions might be included?

Instruction Note:
Instructor should go through each question.

Some questions are yes/no or have specific answers, others ask for a level of agreement

- The halls, bathrooms, cafeteria and other common areas in my school are safe and orderly.
- My school building is neat, clean and well-maintained.
- Students at my school are disciplined fairly.
- When students at my school break the rules, staff help them improve their behavior.
- Teachers and staff model professional behavior.
- My school teaches students to value respect and tolerate differences in others.
- My school uses its financial and human resources effectively.
- The adults in the school work together as a team.
- Families from different backgrounds have the opportunity to participate in school activities.
- I am provided the opportunity to give input re: establishment of behavioral expectations of students at my school.
- I feel comfortable expressing my opinion at school meetings.
- The school seeks out my opinion about important issues affecting the school.

Parent Surveys

- What is your gender
- Which ethnic group describes you best?
- Do you have a computer at home?
- Do you have access to the Internet?
- What grade is your child in?
- How many children do you have attending the school for which you are completing this survey?
- My child's school has a friendly and welcoming atmosphere.
- The staff at my child's school cares about the students.
- My child's school treats all children with respect, regardless of their racial or ethnic background.
- My child's school has high expectations with regard to student achievement.
- My child arrives at school focused on learning.
- My child's school has a positive atmosphere for learning.
- My child's school offers a strong academic program.
- I have the opportunity to help make decisions about my child's education.
- My child's school is good at meeting students' needs.
- My child's school is supportive of parents and handles my concerns in a timely manner.
- The staff in my child's school promotes understanding among students from different backgrounds.
- The staff in my child's school has the resources necessary to work effectively.
- I am pleased with the academic progress of my child.
- There is an atmosphere of respect among students and adults in my child's school.
- I am given the opportunity to be included in decision-making that affects my child's school.
- My child's school prepares students to do well on state, district and classroom tests.
- My child is given challenging work at school.
- My child looks forward to coming to school.
- I am aware of the Learning Targets my child is expected to achieve.
- The staff in my child's school enforces the rules.
- Businesses and/or community organizations provide support to my child's school.

Question: What other questions might be included?

- I understand the rules and expectations for my child's behavior at school.
- My child's school promotes a drug-free environment.
- My child's school makes sure that classrooms are safe and orderly.
- My child's school makes sure that students are safe and orderly while outside on school grounds.
- The halls, bathrooms, cafeteria and other common areas in my child's school are safe and orderly.
- My child's school building is neat, clean and well-maintained.
- Students at my child's school are disciplined fairly.
- When students at my child's school break the rules, staff members help them improve their behavior.
- Teachers and staff at my child's school act in a professional manner.
- My child's school teaches students to value, respect and tolerate differences in others.
- My child's school uses its financial and human resources effectively.
- The teachers and staff at my child's school and I work well together as a team.
- Families from different backgrounds have the opportunity to participate in school activities.
- I am given the opportunity to have input regarding the behavioral expectations of students at my child's school.
- I feel comfortable expressing my opinion or speaking up at school meetings.
- My child's school seeks out my opinion about important issues affecting the school.
- My child's school regularly communicates with me using a variety of different methods.
- My child's school provides me with information, resources and support that enhance my parenting skills.
- My child's school gives me information and resources that help me support my child with their school work.
- My child's school offers me enough ways to support the school as a volunteer.
- Parent participation in shared decision-making is encouraged and supported at my child's school.
- My child's school utilizes community resources to enhance student learning.

Module 6 – Post-Incident Critique & Post-Exercise Evaluation

Introduce – Post Incident Critiques

Question: have any
of the class
attendees
participated in a PIC?

Introduce – Post Exercise Evaluation

Post-Incident Critique (PIC)

After any type of emergency a post-incident critique should be conducted by school and or district leaders. All stakeholders including school team members, district team members, police, fire, EMS, public health and other community members affected by the incident should participate in the post-incident critique.

- The post-incident critique should be conducted within 48 hours after the incident has ended.
- A good sample from all school and community stakeholders should be represented in the PIC.
- A school team leader should be chosen to manage the PIC.
- A recorder should be assigned to document all issues/findings.
- A summary of the incident should be handed out to all participants.
- Participants should be given an appropriated amount of time to discuss their observations.
- An After-Action Report should be developed to identify gaps in the plans, programs and procedures.
- The After-Action Report should identify all findings and assign responsibility to resolve the issues.
- The After-Action Report should also include a timeline showing when the issue will be resolved.
- Issues that arise should be resolved as quickly as possible.
- Plans should be revised as necessary.

Post Exercise Evaluation

Exercise evaluation is a process of observing and recording exercise activities and comparing the performance of the participants against the goals & objectives and identifying strengths, weaknesses and gaps in the plan. There are two types of evaluation to use.

Process Evaluation should focus on providing information for program improvement, adjustment and management

Impact Evaluation should focus on determining program results and effectiveness (merit and value). It provides strong evidence that allows key decisions to be made about your exercise programs – continuation, expansion, reduction, and funding.

Effective Exercise Evaluation will

- Identify whether the exercise has achieved the stated objective.
- Validate current plans, programs and procedures.
- Illustrate where enhancements need to be made in planning, procedures, communication, roles & responsibilities and equipment.
- Provide the district with data to make key decisions on future exercise.

Question: have any of the class attendees participated in a post-exercise critique?

Design Effective Exercise Evaluation Program

- Select exercise evaluators and clarify goals and objectives.
- Define criteria that need to be met for a successful exercise.
- Objectives should be **Simple – Measurable – Achievable – Realistic and Task-oriented (SMART)**.
- Develop evaluation tool/forms to assess the exercise.
- Evaluation tool/form should include evaluator checklist, narrative summary section, key event section, problem log section, exercise debriefing log and exercise critique form.

Conduct a Post Exercise Critique

- A post-exercise critique should be conducted immediately after the exercise.
- Evaluators, controllers and players should all participate in the critique.
- Positive and negative outcomes of the exercise should be noted and discussed.
- An After-Action Report should be completed to analyze the findings of the critique and assign responsibilities to close gaps and improve the current emergency management program.